DOCUMENT RESUME

ED 373 361 CS 214 492

AUTHOR	Ohanian, Susan
TITLE	Who's in Charge? A Teacher Speaks Her Mind.
REPORT NO	ISBN-0-86709-339-0
PUB DATE	94
NOTE	362p.
AVAILABLE FROM	Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 ($19.95).
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Computer Assisted Instruction; *Educational Environment; Educational Policy; Educational Practices; Elementary Secondary Education; Mainstreaming; *Reading Instruction; Standardized Tests; Textbooks
IDENTIFIERS	*Educational Issues; *Professional Concerns; School Culture; Teaching perspectives

ABSTRACT

This book is a collection of commentaries on the policies and practices that shape schools. The views of a long-time teacher are presented on such educational issues as textbooks, assigned reading, and classroom discipline. The book is packed with stories about how children and teachers work together to overcome institutional missteps. The book also discusses other topics of concern to parents, teachers, taxpayers, administrators, and education policymakers, including the idea that things have remained more the same than they have changed; why computer-aided reading instruction may "zap" children's desire to read; why nursery rhymes may not be as important as E. D. Hirsch says they are; how standardized tests are dangerous to a child's well-being; mainstreaming in special education; and what really goes on in schools. (RS)

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